Learning Conversation Notes		
Name of Partner:	Date:	
Bobbie Brown – Music Talk, Inc.	April 06, 2006	
Number of Children Served: 180 (28 new students since December '05)	<b>Ages:</b> 1 yr (0), 2 yr (5), 3 yr (49), 4 yr (76), 5 yr (50)	
When Served:	Gender:	Ethnicity:
December 2005 – April 2006	129-Male	121 - Caucasian
	51-Female	11 - African Amer.
		24 – Hispanic
		13 – Other
		11 – Other (Asian, Pacific
		Islander)

**Conversation Participants:** Janice Critchlow (Facilitator), Don Ferretti, Michael Romero, Nancy Baggett, Bobbie Brown, Deanne Opdahl, Barbara Guenther (Recorder)

#### Outcomes:

- There will be improved communication skills between children who participate in the program and their peers, educators, and parents.
- Financial sustainability for *Music Talk, Inc.*, reducing dependence on First 5.

#### **Performance Measures:**

- Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided).
- Survey results and written observations from speech language pathologist, parents, and educators.
- Video and audio taped recording of children communicating through music (three sample classrooms).
- Detailed listing of new funds received.

# What is this data telling us about achievement of outcomes?

- 1. Demographic Data
  - The majority of growth was in the age range of 3 4
  - There are more boys than girls
  - African American and Asian are over-represented when compared to other First 5 program demographics and the county overall

### 2. Survey Results

• There will be no survey results this time period because the Individual Education Plan (IEP's) have not yet been completed – surveys will be completed following IEP's

### 3. Anecdotal Stories

# Parent Comments - Written Observations

- The children are communicating in ways they were not doing before participation in *Music Talk* and the parents are recognizing their child's communication growth
- There is improved communication between children and their parents
- Despite the range of abilities in the classrooms, children are improving their communication skills
- A child with Autism started using 'b' consonants

- A non-verbal child with Autism started using signs he learned in songs through *Music Talk*, communicating his needs to his parents (more)
- A child with Autism who previously listened only to the songs, started to sing the words of the songs on his own

# <u>Teacher / Facilitator Comments – Written Observations</u>

- Two children with Autism, aged 4, in a class help each other with hand movements to communicate through sign, an indication of improved communication with peers
- A child with Autism was eventually able to give his teacher eye contact after following a
  period of withdrawal and tears, notably improved communication with an educator
- One child with Autism has increased his attention in circle time to make it through 2/3's of this time – significant for a young child with Autism
- Improved communication skills were noted by a speech and language pathologist working with the children in the classroom (see attached)
- Communication taught to children in Music Talk carries on throughout the school day
- Music Talk is successful in drawing out children with communication delays / disorders through a different venue. Teachers are seen as more serious, while the silliness of music (i.e. teacher Bobbie) brings out different types of communication that can carry out throughout the school day.

### 4. Video and Audio Tapes

- Children use instruments to make sounds independently and learn to make animal sounds
- Children use props to keep rhythm and communicate elements of the songs
- Children interact with their peers during Music Talk circle time
- Children tactilely sensitive learn to accept and manipulate props
- Children learn to blow bubbles and whistles, etc. during Music Talk circle— a precursor to speech

## 5. Sustainability

- Board members are now actively seeking new funding sources for Music Talk
- There has been a heightened interest by staff and board in learning new ways to ensure sustainability
- Have applied for \$50,000 through Starbucks
- Have received \$1500 through parental donations; \$1000 through a private donation; and \$500 through Lion's Club

# In what ways will we apply what we have learned from our data?

- Music Talk staff use information from parents about their child's communication progress in the home to support the parents and provide additional tools to further promote the child's increased communication with his family
- It is best to survey parents following the IEP
- Because of the success of Music Talk, educators, parents and facilitators are requesting that *Music Talk* bring the program to more classrooms
- There is a need to expand *Music Talk*, however, there is a dilemma in balancing the growing needs with maintaining service to the current classrooms
- Songs giving direction are great communication building tools

#### Other points that were made during the conversation:

 Children between the ages of 18 – 28 months participate in the Jump Start special classroom, as referred by their Pediatrician to address concerns about the child's communication behaviors

- There is an increase in the number of children served by Music Talk because Placer County Office of Education is experiencing an increase in children with special needs, primarily with communication delays / disorders
- Due to an increase in children with special needs, Music Talk added a new classroom in Roseville
- Bobbie is participating in approximately 25% of the IEP meetings of children in Music Talk
- Sustainability is an important goal as there are no guarantees of First 5 funding in the next funding cycle
- Music Talk is serving children in 21 classes at 9 school sites, which is impressive since when Music Talk began, they were serving children in one school only

## **Next Steps:**

- Irrespective of the source of the written observations, unsolicited observations are ideal
- Tie written observations to the outcomes, with bullets
- Include age of the child and the child's diagnosis when relating anecdotal information
- Procure information from teachers about the pre-Music Talk communication behaviors of individual children and the classroom to assess the post-Music Talk communication behaviors throughout the school day
- Develop an assessment for the teachers to capture <u>improved communication</u> Music Talk will develop and email a new tool to First 5 staff (for approval before July 1)